DOCUMENT RESUME

ED 279 645 SP 028 647

TITLE	Junior-Senior High School Handbook 1986-87. Regulations and Guidelines Pertaining to the Operation of Alberta Junior and Senior High Schools.
INSTITUTION	Alberta Dept. of Education, Edmonton.
PUB DATE	87
NOTE	70p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Standards; Accreditation (Institutions); *Educational Policy; Foreign Countries; *High Schools; *Junior High Schools; *Program Guides; Secondary Education; *State Standards
IDENTIFIERS	*Alberta

ABSTRACT

This handbook is intended to serve the following purposes: (1) to provide information on the organization and operation of secondary schools in Alberta; (2) to communicate guidelines that have proved useful in organizing and operating secondary schools; and (3) to inform administrators of regulations and requirements specified by the Alberta Department of Education. Section one on accreditation procedures covers: (1) accreditation of secondary schools; (2) registration of students; and (3) student achievement in senior high school subjects. Section two on junior high school provides information on: (1) categories of courses; (2) structure of the program; (3) general comments regarding elective components of core and complementary courses; and (4) promotions and examinations. In section three on senior high school the following topics are covered: (1) types, programs, organization; (2) student programming; (3) additional information regarding various subjects; (4) special projects credits; (5) work experience education; (6) high school diploma and articulation requirements; (7) special provisions for mature students; (8) high school equivalency diploma; and (9) recently published curriculum documents. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Regional Offices of Alberta Education

Regional Offices

Edmonton — 427-2952
Calgary — 297-6353
Grande Prairie — 538-5130
Red Deer — 340-5262
Lethbridge — 381-5243

Education Information — 427-7219

JUNIOR-SENIOR HIGH SCHOOL HANDBOOK

SUMMARY OF CHANGES, 1986-87

INTRODUCTION

Page ix	Secondary Education in Alberta: Policy Statement added

SECTION I: ACCREDITATION PROCEDURES

Page 1	- A.1.d and e	Departmental Requirements revised
2	- A.5	Special Education Programs revised
2	- A.6	Academic-Occupational Program revised
3	- B.1	List of Students Attending High Schools revised
3	- B.2	Alberta Correspondence School revised
3	- B.3	Evaluation of Out-of-Province Educational Documents revised
4	- C.1	Reporting of Student Achievement revised
5	- C.2	Grade XII Diploma Examinations Program revised
5	- C.2.d	Special Provisions clause added
5	- C.2.e	Special Circumstances revised
6	- C.2.h	Additional Information added
6	- C.5	Credits for Private Schools added

SECTION II: JUNIOR HIGH SCHOOL

Pages 7-11	**All** of this section has been revised

SECTION III: SENIOR HIGH SCHOOL

Page 12	- A.1.a and c	Types of High Schools revised
12	- A.3.a	Time — Credit Relationship revised
13	- A.4.b(i)	Guidelines for Program Organization revised
14	- B.1	General f. added
15	- B.6	Letter Gradings revised
15	- B.7	Standing Required for Credit revised
16	- B.8	Credits for Private Schools added
16	- B.9	Prerequisite Standing revised
16	- B.10	Waiver of Normal Prerequisites revised
17	- C.1 and C.2	New C.1 and C.2
17	- C.2	Second Languages revised
18	- C.5.a and c(iii)	Industrial Education revised
21	- E.2.a and b	Work Experience Guidelines revised

cont'd ...

23	- F.1.f	General High School Diploma revised
24	- F.4.a	Rules Governing Awarding of Credits revised
24	- F.4.b(iii)	Deleted
24	- F.6	Advance credit ... changed to Advance placement ...
25	- F.7.a(vii) and (viii)	Articulation with the Alberta Apprenticeship Program revised
27	- G.1 and 2	Special Provisions for Mature Students revised
28	- H.	High School Equivalency Diploma Alternative 1 revised
30	- J.	Recently Published Curriculum Documents updated
Color Insert	- i - xx	Secondary School Programs updated

NOTE: This handbook contains information on a wide variety of topics. Some of the statements are regulatory; others suggest procedures which are recommended but not mandatory. Those statements (regulations) where discretionary action is not permitted are marked with a symbol ■ in the left-hand margin.

SECONDARY EDUCATION

POLICY CHANGES FOR 1986-87

The following changes resulting from the **Secondary Education in Alberta Policy Statement** (June 1985) will be introduced effective September 1986.

a. Junior High School

- minimum of 950 hours of instruction at each grade level expected
- minimum of 650 hours of instruction for core subjects required
- minimum of 225 hours of instruction for complementary subjects recommended
- minimum of three complementary courses per year required
- transitional provision for Board-approved locally developed complementary course(s)
- revision to minimum instructional time for Health and Physical Education
- transitional provision of local elective in core courses to a maximum of 20% of the instructional time and in complementary courses to a maximum of 30%
- instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained

b. Senior High School

- minimum of 50% ("C" standing) required to earn credits in all high school courses

NOTE: As the secondary education implementation process proceeds, further changes may be introduced during the 1986-87 school term.

REGULATIONS AND GUIDELINES

Pertaining to the Operation

of

Alberta Junior and Senior High Schools

This handbook is issued under the authority of the Minister of Education pursuant to Section 11 of The School Act.

TABLE OF CONTENTS

Summary of Changes ..... Flyleaf

Foreword iv

The Goals of Basic Education for Alberta v

Developing Desirable Personal Characteristics vii

Secondary Education in Alberta: Policy Statement ix

SECTION I: ACCREDITATION PROCEDURES

A. Accreditation of Secondary Schools 1
- 1. Departmental Requirements 1
- 2. Secondary School Program Plan 1
- 3. Special Circumstances 2
- 4. Instruction in Languages Other Than English 2
- 5. Special Education Programs 2
- 6. Academic-Occupational Program 2

B. Registration of Students 3
- 1. List of Students Attending High Schools 3
- 2. Alberta Correspondence School 3
- 3. Evaluation of Out-of-Province Educational Documents 3
- 4. Grade XII Validation Statement 4

C. Student Achievement in Senior High School Subjects 4
- 1. Reporting of Student Achievement in Senior High School Subjects 4
- 2. Grade XII Diploma Examinations Program 5
- 3. High School Diplomas 6
- 4. Provisions for Mature Students 6
- 5. Credits for Private Schools 6

SECTION II: JUNIOR HIGH SCHOOL

A. Categories of Courses 7
- 1. Core Courses 7
- 2. Complementary Courses 7

B. Structure of the Program 7
- 1. Instructional Hours 7
- 2. Core 8
- 3. Complementary 8

C. General Comments Regarding Elective Components of Core and Complementary Courses 10

D. Promotions and Examinations 11

SECTION III: SENIOR HIGH SCHOOL

A. Types, Programs, Organization 12
- 1. Types of High Schools 12
- 2. Numbering Systems of High School Courses 12
- 3. Time — Credit Relationship 12
- 4. Special Circumstances 13

B. Student Programming 14
1. General 14
2. First Year — Grade X; Second Year — Grade XI; Third Year — Grade XII ... 14
3. Attendance 15
4. High School Entrance 15
5. High School Graduation 15
6. Letter Gradings 15
7. Standing Required for Credit 15
8. Credits for Private Schools 16
9. Prerequisite Standing 16
10. Waiver of Normal Prerequisites 16
11. Special Cases 16

C. Additional Information Regarding Various Subjects 17
1. Language Arts 17
2. Second Languages 17
3. Social Studies and Social Sciences 17
4. Music - Private Study 18
5. Industrial Education 18
6. Agriculture 10, 20, 30 18
Music Chart 19

D. Special Project Credits 20
1. Purpose 20
2. Credits 21
3. School Policy 21

E. Work Experience Education 21
1. Definition 21
2. Guidelines 21
3. Regulations 22

F. High School Diploma and Articulation Requirements 23
1. The General High School Diploma 23
2. The Advanced High School Diploma 24
3. Previously Earned Credits 24
4. Rules Governing Awarding of Credits 24
5. General Requirements for Admission to Post-Secondary Educational Institutions 24
6. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges 24
7. Articulation with the Alberta Apprenticeship Program 25

G. Special Provisions for Mature Students 27

H. High School Equivalency Diploma 28

I. Special Cases Committee 29
1. Frame of Reference of the Committee 29
2. Membership of the Committee 29
3. Functions of the Committee 29
4. Directions for Contacting the Committee 29

J. Recently Published Curriculum Documents 30

FOREWORD

The Junior-Senior High School Handbook is published by Alberta Education and is intended to serve the following purposes:

(1) **To provide information to** school administrators, teachers and other interested readers relative to the organization and operation of the secondary school.

(2) **To communicate guidelines** which have proven to be useful in organizing and operating secondary schools.

(3) **To inform persons** who have administrative **responsibility** within school systems **of various regulations** or other requirements specified by Alberta Education. These items are identified by a symbol ■ in the left-hand margin.

THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) they identify the distinctive role of the school and its contribution to the total education of youth;

(2) they provide purpose and direction to curriculum planning, implementation and evaluation;

(3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades I through XII in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education: the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the other, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society.

ED279645

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Woloshko

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Alberta Education

SP028 647

BEST COPY AVAILABLE

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded	- delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	- is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	- has internalized the need for doing his/her best in every field of endeavour.
Appreciative	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative	- works with others to achieve common aims.
Accepting	- is willing to accept others as equals.
Conserving	- behaves responsibly toward the environment and the resources therein.
Industrious	- applies himself diligently, without supervision.
Possesses a strong sense of self-worth	- is confident and self-reliant, believes in own ability and worth.
Persevering	- pursues goals in spite of obstacles.
Prompt	- is punctual; completes assigned tasks on time.
Neat	- organizes work in an orderly manner; pays attention to personal appearance.
Attentive	- is alert and observant; listens carefully.
Unselfish	- is charitable, dedicated to humanitarian principles.
Mentally and physically fit	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

SECONDARY EDUCATION IN ALBERTA: POLICY STATEMENT

New directions, goals and priorities for secondary education have been defined in the *Secondary Education in Alberta* policy statement released June 1985. This reaffirms the Goals of Education and Goals of Schooling, establishes redirection for the secondary education program and is based on the following statements:

Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

Goals of Secondary Education

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

— develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry;

— master effective language and communication skills, including the ability to use communications technology;

— acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society;

— learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems;

— become aware of the expectations of the workplace — expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;

— assume increasing responsibility for independent and continuous learning, and develop positive attitudes towards learning while in school, in preparation for self-directed, lifelong educational experiences;

— learn about themselves and develop positive, realistic self-images;

— develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behaviour;

— develop cultural and recreational interests and realize personal aspirations.

Goals of Junior High School Education

Opportunities should be provided for students to:

— continue development of basic knowledge, skills and positive attitudes, and to consolidate earlier learning;

— develop their individual interests, abilities and talents, and in the process to develop specific competencies;

— explore a range of learning experiences and apply new learning in different circumstances;

— set goals for, and make choices about, their learning, and take increasing responsibility for their education and, indeed, their lives;

— help them mature with a positive, realistic self-image, and meet their need for affirmation and acceptance by significant adults and peers.

Goals of Senior High School Education

Senior high school programs should provide opportunities for students to:

— complete development of basic skills, if necessary through modified instructional activities or through alternative programs;

— extend and refine intellectual and other skills in preparation for entry into post-secondary education;

— choose courses which will lead to the fulfillment of personal aspirations;

— acquire specialized knowledge, skills and positive attitudes required for direct entry into the work force;

— become confident, competent and responsible individuals ready to assume the role of contributing members of society.

I. ACCREDITATION PROCEDURES

A. ACCREDITATION OF SECONDARY SCHOOLS

■ 1. Departmental Requirements

Secondary schools, including Category 1 and Category 3 private schools, are accredited yearly when they meet the following conditions:

a. Subjects are taught by qualified teachers holding valid Alberta Teaching Certificates.

b. The required amount of time is devoted to instruction in subjects offered.

c. The content of each subject follows that outlined in the *Program of Studies for Junior High Schools* and/or the *Program of Studies for Senior High Schools* and/or the *Special Education Program of Studies*, or a course approved by the Minister of Education.

d. The junior high school and senior high school are operated in accordance with the *Junior-Senior High School Handbook*. Changes in program, staff, credit allocations and timetables following submission of the Secondary School Program Plan are to be submitted by the superintendent* to the Regional Office of Alberta Education for approval.

e. In accord with policies of the school board, or designated authority, school marks in diploma examination subjects, and final marks in all other high school subjects granted to students:

(i) are endorsed by the principal and the superintendent of schools concerned,
(ii) are determined by the school on the basis of a fair and just method of evaluation,
(iii) are submitted to Alberta Education for approval and recording at a time and in a manner determined by the Minister of Education.

*■ **Note:** Where a private school is not under the jurisdiction of a superintendent of schools approved by the Minister, the principal, director, or other designated authority shall assume responsibilities of the superintendent of schools referred to in this handbook.

■ 2. Secondary School Program Plan

Prior to school opening, the Secondary School Program Plan is sent to all schools in which junior and/or senior high school grades are taught. All secondary schools are required to use this form to document their program organization for 1986-87. Detailed instructions are supplied with this form.

Secondary schools are accredited on the basis of the declarations given on the Secondary School Program Plan, including the submission of a timetable for the school year. Alberta Education accepts recommendations for credits when the Secondary School Program Plan is properly completed and approved by the appropriate Regional Office of Alberta Education.

At the completion of a semester or a school year, credits will be awarded to students upon the receipt of recommendations subject to the following:

- a. The Secondary School Program Plan described above has been properly completed and is forwarded to the Director of the Regional Office of Alberta Education.
  Note: School timetables must accompany the Secondary School Program Plan submissions.
- b. The program as shown on the Secondary School Program Plan is approved by the director, or designate, and the Secondary School Program Plan is forwarded to the Student Records and Computer Services Branch.
- c. The school has complied with the departmental requirements relative to accreditation.

3. Special Circumstances

Special or unusual circumstances relative to the secondary school organization are to be reported and explained on the Secondary School Program Plan by the principal, in the space provided for the consideration and approval of the Regional Office Director.

4. Instruction in Languages Other Than English

In Alberta, a school jurisdiction may provide instruction in a language other than English according to Section 159 of the School Act. Additional information related to intent, objectives and content is available from the Language Services Branch.

5. Special Education Programs

A modification of the regular programs of studies has been developed by Alberta Education for pupils in the following special education programs: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired, and hearing impaired.

Curriculum guides are available for the above-noted programs and include material for junior and senior high school pupils (see page 31). For further information regarding special education programs, please contact the Director of Special Educational Services, or the Regional Office of Alberta Education.

Special education students taking regular curriculum courses will be expected to meet the standard hours per course requirement. Special education students taking special education programs will be expected to meet the same hours of instruction per week as those required of their age peers in regular programs.

Where an individual special education student is unable to attend school for the standard hours of instruction, the school board must inform the Director of the appropriate Regional Office of Alberta Education of the reduction and the circumstances making the reduction necessary.

6. Academic-Occupational Program[1]

The purpose of the Academic-Occupational Program is to provide an alternative to help students who have major difficulty keeping up with their peers in regular school courses. With the approval of their parents[2], these students may be placed in special classes designed to prepare them for direct entry into an occupation. Students

[1] Under review.

[2] If a student has reached age 18, the student's approval may be substituted for that of a parent.

and parents should be aware that not all high school courses in the Academic-Occupational Program may earn credits toward a high school diploma.

School jurisdictions wishing to offer the Academic-Occupational Program are required to develop a program based on the Alberta-Academic Occupational Guidelines. Annual approval of the program must be obtained from the Director of the Regional Office of Alberta Education (or designate) serving the area.

For further information regarding program policy, regulations, guidelines and procedures, please contact the Regional Office of Alberta Education.

B. REGISTRATION OF STUDENTS

1. List of Students Attending High Schools (Public, Private and Adult)

At the beginning of each term the Student Records and Computer Services Branch will provide the Student Registration Checklist Form for those schools where student registrations can be predicted. All other schools will use the High School Registration Form.

2. Alberta Correspondence School

The Alberta Correspondence School can enhance local educational programs by providing instruction to students who are enrolled in a school but for whom classroom instruction cannot be provided in desired subjects.

Students under 16 years of age who apply for correspondence courses must obtain the signature of the local school principal, or designate, indicating official consent. It is recommended that all school students consult with the local school principal, or designate, before submitting their applications. All school students are required to obtain their own textbooks.

The local school principal, or designate, should assist the student in selecting suitable courses, obtaining required textbooks, establishing timetable periods for correspondence study, monitoring progress, and arranging for writing final tests.

Student status reports will be provided to school principals regularly throughout the school year, along with periodic bulletins giving suggestions and explanations of policy.

Further information about the services available, enrollment procedures, fees and course materials can be obtained by contacting Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0. (Telephone: 674-5333.)

3. Evaluation of Out-of-Province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts or other official statements of previous standing to the school which they plan to attend. The school will evaluate these documents in relation to approved high school courses or unassigned credits and submit a duplicate copy of the evaluation to the Student Records and Computer Services Branch of Alberta Education for recording purposes. Evaluation forms will be supplied by the Student Records and Computer Services Branch.

School authorities should contact Alberta Education when in doubt about evaluations. Post-secondary courses are not equated to credits for the High School Diploma but may be evaluated for the High School Equivalency Diploma. Such concerns and those related to the interpretation of the credentials of Canadian students may be directed to the Evaluation Officer, Student Records and Computer Services Branch. Questions regarding out-of-Canada credentials may be sent to the Director, Teacher Certification and Development, for advice and recommendations.

Students planning to enter any post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

The Council of Ministers of Education Canada publication *Secondary Education in Canada, A Student Transfer Guide* is designed to assist in the placement of students. Copies of this guide are available upon request (at no charge) from the Director of Curriculum, Alberta Education.

4. Grade XII Validation Statement

The Student Records and Computer Services Branch will issue to each Grade XII student a validation statement indicating the complete high school achievement record. Students will be asked to check this record. Any change in a student's completed program must be authorized by the principal of **the school in which the courses were completed.** All forms are to be returned to the Student Records and Computer Services Branch.

C. STUDENT ACHIEVEMENT IN SENIOR HIGH SCHOOL SUBJECTS

1. Reporting of Student Achievement in Senior High School Subjects

The Student Records and Computer Services Branch will supply each school with High School Results Statement Forms for the reporting of achievement in all completed senior high school courses in a student's program. For each course, excluding the diploma examination subjects, the school will identify the course code, course name, credits earned, semester and grading. One copy of this statement will be sent to the Student Records and Computer Services Branch, one will be given to the student, and one will be retained at the school. Additional instructions will be forwarded with the statements.

School marks in all diploma examination subjects are to be reported to the Student Records and Computer Services Branch by the first day of the diploma examinations schedule, in a format specified by the Director of Student Records and Computer Services Branch.

Achievement in subjects reported to Alberta Education may not be subsequently deleted from a student's record. Such marks may, however, be corrected if the record was erroneously submitted.

2. Grade XII Diploma Examinations Program

To qualify for a **General** High School Diploma students must write a diploma examination in English 30 or English 33.

To qualiry for an **Advanced** High School Diploma students must write a diploma examination in:

English 30	and one of
Mathematics 30	Biology 30
Social Studies 30	Chemistry 30
	Physics 30

Diploma examinations in these subjects are available in French and students may choose to write in French or in English. Students enrolled in Langue et littérature 30 must write the diploma examination.

The diploma examinations program consists of course specific examinations based on the *Program of Studies for Senior High Schools*.

a. **January and June Diploma Examinations.** Examinations will be written at all high schools offering the diploma examination courses. All students who are currently enrolled in diploma courses are registered for the examinations by their high school principal. All others wishing to write the diploma examinations must submit an application. Application forms will be made available to high schools at appropriate times.

b. **August Diploma Examinations.** Examinations will be written at a number of selected centres throughout the province.

c. **Eligibility to Write.**

(i) Students currently enrolled in an examination subject must write the diploma examination in that subject before credits are awarded.
(ii) Students who have been previously awarded credit for the course may write the diploma examination upon application.
(iii) Mature students and students already holding a high school diploma as of the previous September, may write the diploma examination upon application without taking regular instruction.

d. **Special Provisions.** Students who are in need of special provisions in order to write the diploma examination may request:

(i) a reader/scribe be appointed to assist during the examination;
(ii) the examination be provided in braille or large print;
(iii) variation in writing time, place or mode of response be permitted.

Applications, together with the appropriate documentation regarding special provisions, should be made by the school principal to the Director of Student Evaluation. Note that arrangements for brailling take up to 90 days, arrangements for large print and variation in conditions take up to 60 days before the first examination date.

e. **Special Circumstances.** Under certain circumstances, the school awarded mark may be accepted upon application to and approval by the Special Cases Committee. Refer to page 29 for further information.

f. **Examination Results.** Following each examination period, students will receive a results statement showing the school-awarded mark, the examination mark and the blended mark.

Each school will receive a summary of scores for students registered in that school for each diploma examination.

g. **Appeal Procedures.** A student who is dissatisfied with a school-awarded mark may:

(i) appeal to the school principal under the policies set by the school board, or
(ii) take the course again.

A student who is dissatisfied with a Grade XII diploma examination mark may:

(i) request in writing to the Director, Student Evaluation Branch, that the examination be rescored,
(ii) rewrite the examination at a later administration date.

Although there is no fee for writing the Grade XII diploma examinations, there is a $10.00 fee for rescoring an examination. If there is an increase of 5% or more on rescoring, the $10.00 fee is refunded to the student. The student will receive the result of the rescored examination as the final mark in that diploma examination.

h. **Additional Information.** For complete information regarding diploma examinations refer to the General Information Grade 12 Examination Program Bulletin distributed by the Student Evaluation Branch.

3. High School Diplomas

The Student Records and Computer Services Branch will issue General and Advanced High School Diplomas in April, September, and November to students meeting the diploma requirements. A transcript showing all high school courses will accompany each diploma. If and when additional courses are completed, it is the responsibility of the student to request an updated transcript. For further information regarding diploma requirements please refer to page 23.

4. Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. For further information please refer to page 27.

5. Credits for Private Schools

Refer to page 16 for information regarding the granting of retroactive credits.

II. JUNIOR HIGH SCHOOL

A. CATEGORIES OF COURSES

Full details regarding the general objectives and content of courses are contained in the program of studies and are developed further in the respective curriculum guides.

Courses for study in the junior high school fall into two categories, core and complementary:

1. Core Courses

The core courses, which are compulsory for all students, are English Language Arts, Social Studies, Mathematics, Science, Physical Education, and Health. Guidance is compulsory in Grade IX.

For schools offering instruction in a language other than English (Section 159 of the School Act), a Language Arts course in the language of instruction must be taught. This is in addition to the core courses noted above.

Note: The Health and Personal Life Skills Curriculum, available to local school authorities for optional implementation in September 1986, contains a career and life management component which replaces the current Grade IX guidance program for those schools implementing the 1986 curriculum.

2. Complementary Courses

The complementary courses include the practical and technical arts, fine and performing arts, second languages and religious or ethical studies.

The combination of core and complementary courses is designed to meet two objectives:

- To provide all students with a core of skills, knowledge and positive attitudes;
- To provide opportunities to adapt and complement the core program to meet the diverse needs, capabilities and aspirations of individual students.

B. STRUCTURE OF THE PROGRAM

1. Instructional Hours

A minimum of 950 hours of instruction at each grade level will be expected. A minimum 650 hours shall be allotted to core courses and a minimum of 225 hours should be allotted to complementary courses, based on a recommended minimum of 75 hours per course.

Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

2. Core

For schools implementing the Health and Personal Life Skills Curriculum (1986), the minimum time allotment per course shall be:

	(hours per course)
English Language Arts	150
Health and Personal Life Skills	50
Mathematics	100
Physical Education	75
Science	100
Social Studies	100

For schools continuing to utilize the *Curriculum Guide for Junior High School Health (1964)*, the minimum time allotment per core course shall be:

	(hours per course)
English Language Arts	150
Mathematics	100
Physical Education and Health	75
Science	100
Social Studies	100
Guidance (Grade IX)	25

Note 1:

For schools offering instruction in a language other than English (Section 159 of the School Act), the above-noted time allotments for core courses apply. In addition, there shall be a minimum of 150 hours of Language Arts in the language of instruction.

Note 2:

While Alberta Education recognizes that students have differing abilities and needs, the programs referred to in this handbook are designed to be taught to most students. Where a school program is substantially altered for a group of students, authorization must be obtained by the superintendent through the Regional Office of Alberta Education from the Director of Curriculum, the Director of Language Services, or the Director of Special Educational Services.

3. Complementary

Students shall select a minimum of three complementary courses per year. Students should be encouraged to continue in Grades VIII and IX with one of the complementary courses selected in Grade VII.

Minimum time allotment for each complementary course should be 75 hours:

Practical and Technical Arts
- Agriculture
- Computer Literacy
- Home Economics
- Industrial Education
- Typewriting

Fine and Performing Arts
- Art
- Drama
- Music (General)
  - (Choral)
  - (Instrumental)

Second Languages
- French
- German
- Ukrainian
- Other

Religious or Ethical Studies
- Religious Studies

Other
- Locally Developed

Note 1:

Although designated as a Grade VIII level course, Computer Literacy may be offered at Grades VII or IX.

Note 2:

Only one course of Typewriting is to be offered at the junior high school level. Although designated as a Grade IX course, Typewriting may be offered at Grades VII or VIII.

Note 3:

For schools offering instruction in a language other than English (Section 159 of the School Act), students shall select a minimum of two complementary courses.

Note 4:

The minimum recommended allotment of time for a Second Language course is 100 hours.

Note 5:

The Government of Alberta has recognized the multicultural nature of the province through the Alberta Cultural Heritage Act (1984). Accordingly, Alberta Education encourages school boards to develop Second Language courses to meet the needs of the local community when such courses are not available from the department. Guidelines and procedures for the development and approval of these language courses may be obtained from the Director of Language Services through the Regional Office of Alberta Education.

Note 6:

Religious Studies may be offered at the discretion of the local school board pursuant to Section 160 of the School Act.

Note 7:

Each student will be allowed to enroll in one locally developed course. Approval of such courses, for the school year 1986-87, shall be by board motion. During this time, Alberta Education will monitor these courses and may identify some for possible approval as future provincially authorized complementary courses. Content of the locally developed courses should not substantially overlap with the content of core and other complementary courses.

SPECIAL CIRCUMSTANCES:

If circumstances prevent full implementation of the program structure as outlined in Section B, the Superintendent should contact the Director of the Regional Office of Alberta Education prior to May 1, 1986. Decisions on special circumstances will be made by June 1, 1986.

C. GENERAL COMMENTS REGARDING ELECTIVE COMPONENTS OF CORE AND COMPLEMENTARY COURSES

Schools may develop elective components for core and complementary courses. The purpose of the elective component is to provide enrichment, additional assistance to those students having difficulty with the required material, or opportunities for innovation and experimentation within individual schools. The elective component of each course, core or complementary, shall be consistent with the content and objectives of its required component.

The elective component shall be in keeping with the following:

1. Instructional Requirements (transitional for school year 1986-87):
   a. The maximum time allotment for the elective component of each core course shall be 20% of the instructional time.
   b. The maximum time allotment for the elective component of each complementary course shall be 30% of the instructional time.
   c. The elective component of core and complementary courses shall be approved by the principal, subject to the policies of the local jurisdiction. These policies will be available to the Regional Office of Alberta Education for review, upon request.
   d. Development, instruction, evaluation, and selection of learning materials for the elective component shall be subject to the supervision of the principal, within board approved policy.
2. Guidelines for teachers developing the elective component of core and complementary courses:
   a. The elective component is based on demonstrated societal and local community needs.
   b. The elective component is based on demonstrated student interests and needs.
   c. The elective component is consistent with the Goals of Basic Education for Alberta and the Goals of Secondary Education (see pages v and ix of this handbook).
   d. The elective component is based on sound principles of learning theory and child development.
   e. The knowledge, skills, and attitudes that the students are to acquire are clearly delineated.

f. A range of teaching strategies is considered.

g. The learning materials are consistent with the legislation relative to local selection of instructional materials (see page xvi of this handbook).

h. There is a clear relationship between the evaluation activities and the goals and learning outcomes outlined for the elective component.

D. PROMOTIONS AND EXAMINATIONS

Placement of pupils within the junior high school and promotion to Grade X are determined by the principal of the junior high school subject to policies of the local jurisdiction.

III. SENIOR HIGH SCHOOL

A. TYPES, PROGRAMS, ORGANIZATION*

1. Types of High Schools

In Alberta, senior high school programs are made available through:

a. public and separate high schools.

b. the Alberta Correspondence School.

c. approved and accredited private schools.

d. extension programs offered by any of the above, plus Alberta vocational centres, private and public colleges.

2. Numbering Systems of High School Courses

All courses are numbered in decades. Numbers 10-19 are for Grade X courses, numbers 20-29 for Grade XI courses, and numbers 30-39 are Grade XII courses.

EXAMPLE:

Grade X	Grade XI	Grade XII
English 10	Social Studies 20	Typewriting 30
Science 11	Drama 20	French 31
Beauty Culture 12	Music 21	Latin 30

3. Time — Credit Relationship

a. Regular Programs

It is required that at least 25 hours per credit be scheduled for purposes of instruction, examinations, and other activities which directly relate to the course for which credit is to be granted and where direct student-teacher interaction and supervision are maintained.

Three-credit courses shall receive not less than 62.5 hours of instructional time.

A school may provide more than minimum time for any course.

b. Extension Programs

School boards, approved private schools, Alberta vocational centres and private and public colleges may offer extension programs in basic education.

- Requirements as noted under Section 1, Part A, pages 1 - 3 of this handbook, apply to all schools offering senior high school extension courses for credit.
- With the exception of Work Experience, which must receive a minimum of 25 hours per credit, all other senior high school extension courses must:

  (i) be instructed for at least 13 hours per credit, or
  (ii) be a 3-credit course instructed for at least 32.5 hours.

Those boards, centres, or institutions which operated extension programs during 1985-86 will automatically receive the information and materials

* Secondary school program organization currently under review.

SECONDARY SCHOOL PROGRAMS
1986 - 87

A. PROVINCIALLY AUTHORIZED COURSES

B. LOCALLY DEVELOPED COURSES

Approved secondary school courses included in this handbook represent the complete list of approved courses (with the exception of approved pilot courses). Previous courses omitted from this handbook are no longer valid and will not be approved for credit.

TABLE OF CONTENTS

A. PROVINCIALLY AUTHORIZED COURSES

1. Junior High School iv

Core iv

Complementary iv

2. Senior High School v

Language Arts v

Second Languages v

Mathematics vi

Science vi

Computer Literacy vi

Social Studies vi

Social Sciences vii

Personal Development ix

Fine Arts ix

Home Economics ix

Industrial Education

General Courses ix

Career Fields x

Graphic Communications x

Mechanics x

Construction and Fabrication xi

Electricity - Electronics xi

Personal Services xii

Horticulture xii

Business Education xiii

Other Instruction xiv

B. LOCALLY DEVELOPED COURSES

Legislation Relative to Local Selection of Instructional Materials and Development of Curricula xvi

Procedures for the Approval of Locally Developed Courses xvii

Listing of Previously Approved Locally Developed Courses xviii

Note: Also see pp. 17 and 18 for additional information.

A. PROVINCIALLY AUTHORIZED COURSES

1. Junior High School

2. Senior High School

1. Junior High School

Junior high school courses fall into two categories: Core and Complementary courses. To assist school administrators in completing the Secondary School Program Plan the course code numbers for each of the courses (by grade) are listed to the right.

CORE	GRADE VII	GRADE VIII	GRADE IX
Language Arts	7100	8100	9100
Mathematics	7110	8110	9110
Physical Education	7120	8120	9120
Health and Personal Life Skills	7130	8130	9130
Science	7140	8140	9140
Social Studies	7150	8150	9150
Guidance	7160	8160	9160
COMPLEMENTARY			
PRACTICAL AND TECHNICAL ARTS			
Agriculture	7300	8300	9300
Computer Literacy[1]		8430	
Home Economics	7330	8330	9330
Industrial Education	7340	8340	9340
Typewriting[2]			9420
FINE AND PERFORMING ARTS			
Art	7310	8310	9310
Drama	7320	8320	9320
Music (General)	7390	8390	9390
Music (Choral)	7400	8400	9400
Music (Instrumental)	7410	8410	9410
SECOND LANGUAGES			
French	7350	8350	9350
German	7360	8360	9360
Ukrainian	7380	8380	9380
Other	7550	8550	9550
RELIGIOUS OR ETHICAL STUDIES			
Religious Studies	7450	8450	9450
OTHER			
Locally Developed	7470	8470	9470

[1]Although designated as a Grade VIII level course, Computer Literacy may also be offered at the Grade VII or IX level.

[2]Only one course of Typewriting is to be offered at the junior high school level. Although designated as a Grade IX course, Typewriting may be offered only once at either the Grade VII or VIII level.

2. Senior High School

The number in brackets after each subject indicates its credit value. A course shown immediately to the left of any Grade XI or XII course is its normal prerequisite (for Vocational Education see Note 1 below). Other prerequisites are indicated by means of brackets or arrows.

The number preceding each course name indicates the course code used by the department.

GRADE X	GRADE XI	GRADE XII
LANGUAGE ARTS		
1100 English10 ..... (5)	2100 English 20 ..... (5)	3100 English 30 ..... (5)
1115 English 13 ..... (5)	2115 English 23 ..... (5)	3115 English 33 ..... (5)
	Any two of:	
	2141 Communications 21a ..... (3)	
	2142 Communications 21b ..... (3)	
	2143 Literature 21a ..... (3)	
	2144 Literature 21b ..... (3)	
1145 Reading 10 ..... (3) (5)		
1312 Langue et littérature 10 ..... (5)	2312 Langue et littérature 20 ..... (5)	3312 Langue et littérature 30 ..... (5)
1313 Ukrainian Language Arts 10 ..... (5)	2313 Ukrainian Language Arts 20 ..... (5)	3313 Ukrainian Language Arts 30 ..... (5)
SECOND LANGUAGES		
1300 French 10[1] ..... (5)	2300 French 20 ..... (5)	3300 French 30 ..... (5)
1302 French 10S[1] ..... (5)	2302 French 20S[1] ..... (5)	3302 French 30S[1] ..... (5)
		3310 French 31 ..... (5)
1303 French 10N[1] ..... (5)	2303 French 20N[1] ..... (5)	3303 French 30N[1] ..... (5)
1315 German 10 ..... (5)	2315 German 20 ..... (5)	3315 German 30 ..... (5)
		3317 German 31 ..... (5)
1322 Italian 10 ..... (5)	2322 Italian 20 ..... (5)	3322 Italian 30 ..... (5)
1325 Latin 10 ..... (5)	2325 Latin 20 ..... (5)	3325 Latin 30 ..... (5)
1345 Spanish 10 ..... (5)	2345 Spanish 20 ..... (5)	3345 Spanish 30 ..... (5)
1355 Ukrainian 10 ..... (5)	2355 Ukrainian 20 ..... (5)	3355 Ukrainian 30 ..... (5)
		3365 Ukrainian 31 ..... (5)
1356 Ukrainian 10S[1] ..... (5)	2356 Ukrainian 20S[1] ..... (5)	3356 Ukrainian 30S[1] ..... (5)

Note 1: For specific description of introductory and sequential vocational courses see *Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators.*

[1] These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980.

MATHEMATICS

1200 Mathematics 10 (5)	2200 Mathematics 20 (5)	3200 Mathematics 30 (5)	
		3211 Mathematics 31[2] (5)	
1216 Mathematics 13 (5)	2216 Mathematics 23 (5)	3216 Mathematics 33 (5)	
1225 Mathematics 15[1] (5)	2225 Mathematics 25[1] (5)		

SCIENCE

1230 Biology 10 (3)	2230 Biology 20 (3)	3230 Biology 30 (5)	
1240 Chemistry 10 (3)	2240 Chemistry 20 (3)	3240 Chemistry 30 (5)	
1260 Physics 10 (3)	2260 Physics 20 (3)	3260 Physics 30 (5)	
	2275 Physics 22 (3)	3275 Physics 32 (5)	
1280 Science 11 (3) (5)			
1800 Agriculture 10[3] (3) (5)	2800 Agriculture 20[3] (3) (5) (10)	3800 Agriculture 30[3] (5) (10) (15)	

COMPUTER LITERACY[4]

1529 Computer Literacy 10 (3)

SOCIAL STUDIES[5]

1150 Social Studies 10 (5)	2150 Social Studies 20 (5)	3150 Social Studies 30 (5)

[1] Although Mathematics 15 and 25 are numbered as locally developed courses, they are provincially authorized and do not require special permission prior to their use.

[2] As of September 1985, Mathematics 30 will form the prerequisite for Mathematics 31. However, schools may register students in Mathematics 30 and 31 concurrently.

[3] See page 18, item 6, for additional information.

[4] Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.

[5] See page 17, item 3, for additional information.

SOCIAL SCIENCES[1]

2171 Personal Psychology 20 ..... (3)

2172 General Psychology 20 ..... (3)

2160 Religious Ethics 20 ..... (3)

2161 Religious Meanings 20 ..... (3)

2178 General Sociology 20 ..... (3)

2177 Sociological Institutions 20 ..... (3)

2166 Local and Canadian Geography 20 ..... (3)

2181 Origins of Western Philosophy 20 ..... (3)

2182 Contemporary Western Philosophy 20 ..... (3)

[1]See page 17, item 3, for additional information.

2155 Political Thinking 20 ..... (3)

2156 Comparative Government 20 ..... (3)

2195 Western Canadian History 20 ..... (3)

2196 Canadian History 20 ..... (3)

2197 Economics for Consumers 20 ..... (3)

3171 Experimental Psychology 30 ..... (3)

3161 World Religions 30 ..... (3)

3178 Applied Sociology 30 ..... (3)

3166 World Geography 30 ..... (3)

3182 Philosophies of Man 30 ..... (3)

3175 Cultural and Physical Anthropology 30 ..... (3)

3185 World History 30 ..... (3)

3156 International Politics 30 ..... (3)

3183 Microeconomics 30 ..... (3)

3194 Macroeconomics 30 ..... (3)

PERSONAL DEVELOPMENT

1450 Driver and Traffic Safety Education 10 ..... (2)

1415 Health and Personal Development 10 ..... (2) (3) (4) (5)

1435 Occupations 10 ..... (2) (3)

1445 Physical Education 10 ..... (2) (3) (4) (5)

2445 Physical Education 20 ..... (2) (3) (4) (5)

3445 Physical Education 30 ..... (5)

FINE ARTS

1400 Art 10 ..... (3) (4) (5)

1405 Art 11 ..... (3) (4) (5)

1410 Drama 10 ..... (3) (4) (5)

1420 Music 10 ..... (3) (4) (5)

1425 Music 11 ..... (3) (4) (5)

1426 Music 12 ..... (3) (4) (5)

2400 Art 20 ..... (3) (4) (5)

2405 Art 21 ..... (3) (4) (5)

2410 Drama 20 ..... (3) (4) (5)

2420 Music 20 ..... (3) (4) (5)

2425 Music 21 ..... (3) (4) (5)

3400 Art 30 ..... (5)

3405 Art 31 ..... (5)

3410 Drama 30 ..... (5)

3420 Music 30 ..... (5)

3425 Music 31 ..... (5)

HOME ECONOMICS

1601 Clothing & Textiles 10 ..... (4) (5)

1611 Food Studies 10 ..... (4) (5)

1621 Personal Living Skills 10 ..... (4) (5)

2601 Clothing & Textiles 20 ..... (4) (5)

2611 Food Studies 20 ..... (4) (5)

2621 Personal Living Skills 20 ..... (4) (5)

3601 Clothing & Textiles 30 ..... (5)

3611 Food Studies 30 ..... (5)

3621 Personal Living Skills 30 ..... (5)

INDUSTRIAL EDUCATION[1]

General Courses

1727 Industrial Education 10a ..... (4) (5)

1728 Industrial Education 10b ..... (4) (5)

2727 Industrial Education 20a ..... (4) (5)

2728 Industrial Education 20b ..... (4) (5)

3727 Industrial Education 30a ..... (5)

3728 Industrial Education 30b ..... (5)

3729 Production Science 30 ..... (5)

[1]See page 18, item 5, for additional information.

Career Fields

a) Graphic Communications

1736 Visual Communication 12 ..... (5)

- 2737 Vis. Com. 22a ..... (5) — 3737 Vis. Com. 32a ..... (5)
- 2738 Vis. Com. 22b ..... (5) — 3738 Vis. Com. 32b ..... (5)
- 2739 Vis. Com. 22c ..... (5) — 3739 Vis. Com. 32c ..... (5) (10)
- 2904 Graphic Arts 22a ..... (5) — 3904 Graphic Arts 32a ..... (5)
- 2905 Graphic Arts 22b ..... (5) — 3905 Graphic Arts 32b ..... (5)
- 2906 Graphic Arts 22c ..... (5) — 3906 Graphic Arts 32c ..... (5) (10)

1715 Drafting 10 ..... (3) (4) (5)

1736 Visual Communication 12 ..... (5)

1984 Drafting 12 ..... (5)

- 2715 Drafting 20 ..... (3) (4) (5)
- 2864 Drafting 22a ..... (5) — 3864 Drafting 32a ..... (5)
- 2865 Drafting 22b ..... (5) — 3865 Drafting 32b ..... (5)
- 2866 Drafting 22c ..... (5) — 3866 Drafting 32c ..... (5) (10)

b) Mechanics

1746 Mechanics 12 ..... (5)

- 2809 Related Mechanics 22a ..... (5) — 3809 Related Mechanics 32a ..... (5)
- 2810 Related Mechanics 22b ..... (5) — 3810 Related Mechanics 32b ..... (5)
- 2811 Related Mechanics 22c ..... (5) — 3811 Related Mechanics 32c ..... (5) (10)

1746 Mechanics 12 ..... (5)

- 2824 Automotives 22a ..... (5) — 3824 Automotives 32a ..... (5)
- 2825 Automotives 22b ..... (5) — 3825 Automotives 32b ..... (5)
- 2826 Automotives 22c ..... (5) — 3826 Automotives 32c ..... (5) (10)

1916 Auto Body 12 ..... (5)

1746 Mechanics 12 ..... (5)

- 2816 Auto Body 22a ..... (5) — 3816 Auto Body 32a ..... (5)
- 2817 Auto Body 22b ..... (5) — 3817 Auto Body 32b ..... (5)
- 2818 Auto Body 22c ..... (5) — 3818 Auto Body 32c ..... (5) (10)

c) Construction and Fabrication

1936 Building Construction 12 (5)	2836 Building Construction 22a (5)	3836 Building Construction 32a (5)
	2837 Building Construction 22b (5)	3837 Building Construction 32b (5)
	2838 Building Construction 22c (5)	3838 Building Construction 32c (5) (10)
1936 Machine Shop 12 (5)	2936 Machine Shop 22a (5)	3936 Machine Shop 32a (5)
	2937 Machine Shop 22b (5)	3937 Machine Shop 32b (5)
	2938 Machine Shop 22c (5)	3938 Machine Shop 32c (5) (10)
1949 Piping 12 (5)	2949 Piping 22a (5)	3949 Piping 32a (5)
	2950 Piping 22b (5)	3950 Piping 32b (5)
	2951 Piping 22c (5)	3951 Piping 32c (5) (10)
1968 Sheet Metal 12 (5)	2968 Sheet Metal 22a (5)	3968 Sheet Metal 32a (5)
	2969 Sheet Metal 22b (5)	3969 Sheet Metal 32b (5)
	2970 Sheet Metal 22c (5)	3970 Sheet Metal 32c (5) (10)
1980 Welding 12 (5)	2980 Welding 22a (5)	3980 Welding 32a (5)
	2981 Welding 22b (5)	3981 Welding 32b (5)
	2982 Welding 22c (5)	3982 Welding 32c (5) (10)

d) Electricity - Electronics

	2880 Electricity 22a (5)	3880 Electricity 32a (5)
	2881 Electricity 22b (5)	3881 Electricity 32b (5)
1731 Electricity - Electronics 12 (5)	2882 Electricity 22c (5)	3882 Electricity 32c (5) (10)
	2889 Electronics 22a (5)	3889 Electronics 32a (5)
	2889 Electronics 22b (5)	3889 Electronics 32b (5)
	2890 Electronics 22c (5)	3890 Electronics 32c (5) (10)

e) Personal Services

1932 Beauty Culture 12 (5)	2932 Beauty Culture 22a (5)	3932 Beauty Culture 32a (5)
	2933 Beauty Culture 22b (5)	3933 Beauty Culture 32b (5)
	2934 Beauty Culture 22c (5)	3934 Beauty Culture 32c (5) (10)
		3935 Beauty Culture 32d (5) (10) (15)
1896 Food Preparation 12 (5)	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c (5) (10)
		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)
		3962 Health Services 32b (5)

f) Horticulture

1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c (5) (10)

BUSINESS EDUCATION[1]

1501 Accounting 10 ..... (3) (5)	2501 Accounting 20 ..... (3) (5)	3500 Accounting 30 ..... (5)
1527 Computer Processing 10[2] ..... (3) (5)	2527 Computer Processing 20 ..... (3) (5)	3527 Computer Processing 30 ..... (3) (5)
1529 Computer Literacy 10 ..... (3)	2541 Basic Business 20 ..... (3) (5)	3541 Basic Business 30 ..... (3) (5)
1542 Business Education 10 ..... (3) (5) (10)	2542 Business Education 20 ..... (3) (5) (10)	3542 Business Education 30 ..... (3) (5) (10)
1550 Record Keeping 10 ..... (3)		
	2566 Dicta Typing 20 ..... (3)	
1565 Typewriting 10[3] ..... (3) (5)	2565 Typewriting 20[3] ..... (3) (5)	3565 Typewriting 30 ..... (5)
		3567 Word Processing 30 ..... (3)
	2555 Shorthand 20 ..... (3) (5)	3555 Shorthand 30 ..... (3) (5)
	2545 Office Procedures 20 ..... (3) (5)	3545 Office Procedures 30 ..... (3) (5)
	2543 Business Communications 20 ..... (3)	
	2544 Business Calculations 20 ..... (3)	

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR TEACHERS, COUNSELLORS AND ADMINISTRATORS, for maximum credit limits for Business Education programs.

[2] Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.

[3] Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

2430 Law 20 ..... (3) (5)

3430 Law 30 ..... (3) (5)

2540 Marketing 20 ..... (3) (5)

3540 Marketing 30 ..... (3) (5)

OTHER INSTRUCTION

1998 Work Experience 15 ..... (5)

2998 Work Experience 25 ..... (5)

3998 Work Experience 35 ..... (5)

1999 Special Projects
10 ..... (3) (5)

2999 Special Projects
20 ..... (3) (5)

3999 Special Projects
30 ..... (5)

B. LOCALLY DEVELOPED COURSES

Senior High School

LEGISLATION RELATIVE TO LOCAL SELECTION OF INSTRUCTIONAL MATERIALS AND DEVELOPMENT OF CURRICULA

Note: The following notices take precedence over two previous announcements entitled "Ministerial Order Relative to Section 13 of *The School Act*", which appeared in the December 1970 and January 1974 issues of the Curriculum Bulletin (Vol. IV No. 1, and Vol. VII No. 1).

A. Instructional Materials Delegation Order

The Ministerial Order dated June 23, 1970 has been replaced by the following Regulation (224/75):

THE SCHOOL ACT
REGULATIONS DELEGATING POWERS
TO SCHOOL BOARDS

1. In this regulation "Act" means the School Act.
2. A board may prescribe instructional materials in addition to, or in substitution for, those instructional materials prescribed for use under Section 11, subsection (2), clause (a), subclause (ii) of the Act.
3. Where a board prescribes instructional materials under Section 2, it shall do so by resolution of the board.
4. A copy of a resolution made under Section 2 shall be sent to the Minister.

Note 1: "Section 2" refers to statement #2 above and not to subsection (2) of Section 11 of the School Act.

Note 2: Textbooks used in a school system must be either those prescribed by the Department of Education or by the school board. Other materials may also be prescribed by resolution of the board.

The teacher is responsible for any materials used in the classroom if they have not been prescribed or approved by the Minister, the school board or other appropriate authority.

Department of Education Policy Statement Relative to Curriculum Development and Section 11 of the School Act.

a. For the purposes of communication, courses of study will be identified by grade level in the elementary and junior high school and by course number for the senior high school. This method of identification does not suggest the grade method of organization has any particular advantage. In fact, school districts and schools are encouraged to develop methods of organization which best meet the needs of their students in terms of continuous development within the constraints of available human, physical and financial resources. At the senior high school level, any departure from the course and variable credit organization must involve some type of credit equivalents in order that the provincial high school diploma might be awarded on some equitable basis.

b. With respect to Section 11(2)(b) of the School Act, it is expected that requests from school boards to the Minister will involve only those situations where the proposed course of study or pupil program is substantially or completely different from courses prescribed by the Minister. Requests to the Minister must comply with the two-step procedure for locally developed courses approved by the Minister, as of November 1, 1980. The two-step procedure is outlined on page xvii of this handbook.

PROCEDURES FOR THE APPROVAL OF LOCALLY DEVELOPED COURSES

■ Section 11(2)(b) of the School Act, stipulates that instruction of a locally developed course shall not commence without the prior approval of the Minister. Schools may not award credits for any locally developed course unless they, or their school system, have been granted authority by the Minister of Education to offer that course.

■ The two-step procedure approved by the Minister for the submission and approval of locally developed courses is outlined below.

Step 1 — STATEMENT OF INTENT

Submission to the Director of Curriculum, or the Director of Language Services, of a statement of intent to develop a course/program. This statement would include:

a) reasons for developing the program
b) objectives of the program
c) general outline of content
d) prospective enrolment
e) special facilities or equipment necessary
f) proposals for evaluation

Step 2 — REQUEST FOR APPROVAL

Request for approval of the course/program. This would include:

a) rationale for the program
b) objectives of the program
c) specific outline of content
d) prospective enrolment
e) special facilities or equipment necessary
f) results of piloting experience
g) proposals for evaluation
h) motion of the board or designated authority

The Director of Curriculum, or Director of Language Services, will be involved in the initial approval (Step 1) of courses submitted. The Deputy Minister will be responsible for recommending final approval to the Minister. The appropriate Curriculum Coordinating Committee will be consulted and requested to provide feedback to the Director of Curriculum, or Director of Language Services, and thereafter to the Deputy Minister.

■ All boards must revalidate their locally developed courses every five years through referral to the director of the branch responsible for the initial approval.

Note: For further information regarding the procedures for approval, or appeal, for locally developed courses, please contact the Director of Curriculum. For locally developed courses in Second Languages, please contact the Director of Language Services.

LISTING OF PREVIOUSLY APPROVED LOCALLY DEVELOPED COURSES

The courses listed below have been previously approved for use in particular schools or school districts. Other schools wishing to offer these courses must first obtain permission from the Curriculum Branch or Language Services Branch, and provide the following information.

i The motion of the Board or designated authority.
ii The title of the course(s) to be offered.
iii Grade(s) and credits.
iv Name of school and/or system where course is to be offered.
v Tenure of the program.

Previously Approved Locally Developed Courses:

1141 Introduction to Modern Languages 15 ..... (3) (5)		3110 English 35 (I.B.) ..... (5)
		3152 Theory of Knowledge 35 (I.B.) ..... (3)
1232 Biology 15 (I.B.) ..... (3)	2232 Biology 25 (I.B.) ..... (3)	
	2241 Chemistry 25 (I.B.) ..... (3)	3241 Chemistry 35 (I.B.) ..... (5)
1257 Geology 15 ..... (3)	2257 Geology 25 ..... (3)	
		3178 Deaf Studies 35[1] ..... (5)
	2262 Physics 25 (I.B.) ..... (3)	3262 Physics 35 (I.B.) ..... (5)
	2276 Aeroscience 25 ..... (5)	3276 Aeroscience 35 ..... (5) (10)
	2290 Science 25 ..... (3) (5)	3290 Science 35 ..... (3) (5)
	2311 French 25 ..... (3) (5)	
1321 Hungarian 15 ..... (5)	2321 Hungarian 25 ..... (5)	3321 Hungarian 35 ..... (5)
1344 Spanish 14[2] ..... (5)	2344 Spanish 24[2] ..... (5)	3344 Spanish 34[2] ..... (5)
1370 Cree 15 ..... (5)	2370 Cree 25 ..... (5)	3370 Cree 35 ..... (5)
1371 Blackfoot 15 ..... (5)		
1372 Chinese 15 ..... (5)	2372 Chinese 25 ..... (5)	3372 Chinese 35 ..... (5)
1373 Japanese 15 ..... (5)	2373 Japanese 25 ..... (5)	3373 Japanese 35 ..... (5)
1375 Hebrew 15 ..... (5)	2375 Hebrew 25 ..... (5)	3375 Hebrew 35 ..... (5)
1412 Ballet 15 ..... (5)	2412 Ballet 25 ..... (5)	3412 Ballet 35 ..... (5)
1427 Music 15 ..... (3) (4) (5)	2427 Music 25 ..... (3) (4) (5)	3427 Music 35 ..... (5)
1437 Perspectives for Living 15 ..... (3) (5)		
1455 Outdoor Living 15 ..... (3)		
1456 Outdoor Leadership 15[3] ..... (5)	2456 Outdoor Leadership 25[3] ..... (5)	3456 Outdoor Leadership 35[3] ..... (5)
1460 Religious Studies 15 ..... (3) (5)	2460 Religious Studies 25 ..... (3) (5)	3460 Religious Studies 35 ..... (3) (5)

[1]Alberta School for the Deaf Course.
[2]Alberta Correspondence School Courses.
[3]St. John's School of Alberta.

1480 Aspects for Living 15 ..... (5)		
1535 General Business 15 ..... (5)	2622 Practical Living 25 ..... (3)	3622 Practical Living 35 ..... (3)
1732 Practical Arts 15a ..... (5)		
1733 Practical Arts 15b ..... (5)		
	2804 Aircraft Maintenance 25a .... (5)	3804 Aircraft Maintenance 35a .... (5)
	2805 Aircraft Maintenance 25b .... (5)	3805 Aircraft Maintenance 35b .... (5)
	2806 Aircraft Maintenance 25c .... (5)	3806 Aircraft Maintenance 35c ... (5) (10)
1812 Appliance Servicing 15 ..... (5) (10)	2812 Appliance Servicing 25 ..... (10) (15)	
1814 Automotive Parts Merchandising 15 ..... (5) (10)	2814 Automotive Parts Merchandising 25 .... (15) (20)	
1822 Service Station Operation and Management 15 ..... (5) (10)	2822 Service Station Operation and Management 25 ..... (15) (20)	
1828 Automotives 15 ..... (5) (10)	2828 Automotives 25 ..... (10) (15)	3828 Automotives 35 ..... (15) (20)
1840 Building Construction 15 ..... (5)	2840 Building Construction 25 ..... (10) (15)	3840 Building Construction 35 ..... (15) (20)
1841 Subtrades 15 ..... (5)	2841 Subtrades 25 ..... (5) (10) (15)	
1842 Building Maintenance 15 ..... (5) (10)	2842 Building Maintenance 25 ..... (10) (15)	3842 Building Maintenance 35 ..... (15) (20)
1844 Carpentry 15 ..... (5) (10)	2844 Carpentry 25 ..... (15)	3844 Carpentry 35 ..... (15) (20)
1846 Painting & Decorating 15 ..... (5) (10)	2846 Painting & Decorating 25 ..... (5) (10)	
1852 Commercial Art 15 ..... (5)	2848 Commercial Art 25a ..... (5)	3848 Commercial Art 35a ..... (5)
	2849 Commercial Art 25b ..... (5)	3849 Commercial Art 35b ..... (5)
	2850 Commercial Art 25c ..... (5)	3850 Commercial Art 35c .... (5) (10)
1861 Fashion & Design 15 ..... (5)	2861 Fashion & Design 25a ..... (5)	3861 Fashion & Design 35a ..... (5)
	2862 Fashion & Design 25b ..... (5)	3862 Fashion & Design 35b ..... (5)
	2863 Fashion & Design 25c ..... (5)	3863 Fashion & Design 35c ..... (5) (10)

		3715 Drafting 34 ..... (5)
	2868 Drafting 25 ..... (10) (15)	3868 Drafting 35 ..... (15)
1876 Fabricare Technology 15 ..... (5) (10)	2876 Fabricare Technology 25 ..... (15)	3876 Fabricare Technology 35 ..... (15) (20)
1884 Electricity 15 ..... (5) (10)	2884 Electricity 25 ..... (10) (15)	3884 Electricity 35 ..... (15) (20)
1900 Forestry 15 ..... (5)		
1908 Heavy Duty Equipment Operation 15 ..... (10)	2908 Heavy Duty Equipment Operation 25 ..... (10)	
1940 Mining 15 ..... (5)	2940 Mining 25 ..... (10)	
		3942 Surveying Technology 35 ..... (5)
1944 Performing Arts 15 ..... (5)	2944 Performing Arts 25a ..... (5)	3944 Performing Arts 35a ..... (5)
	2945 Performing Arts 25b ..... (5)	3945 Performing Arts 35b ..... (5)
	2946 Performing Arts 25c ..... (5)	3946 Performing Arts 35c ..... (5) (10)
	2972 Television Crafts 25a ..... (5)	3972 Television Crafts 35a ..... (5)
	2973 Television Crafts 25b ..... (5)	3973 Television Crafts 35b ..... (5)
	2974 Television Crafts 25c ..... (5)	3974 Television Crafts 35c ..... (5) (10)
1956 Plastics 15 ..... (5) (10)	2956 Plastics 25 ..... (15)	3956 Plastics 35 ..... (15) (20)
1964 Sewing and Design 15 ..... (10)	2964 Sewing and Design 25 ..... (15)	3964 Sewing and Design 35 ..... (15) (20)
1971 Television Arts 15 ..... (3)		
1978 Photography 15 ..... (5) (10)	2978 Photography 25 ..... (5) (10)	
1984 Welding 15 ..... (5) (10)	2984 Welding 25 ..... (10) (15)	3984 Welding 35 ..... (15) (20)

Note: Locally developed courses approved to fulfill International Baccalaureate requirements are designated with the letters I.B. in brackets. Only those schools offering the International Baccalaureate program are permitted to use these courses.

required for the continued operation of such programs. Those which have not operated extension programs during 1985-86 but now wish to do so may receive the required information from the Regional Office Director.

4. Special Circumstances

a. The intent of provisions under this section is to enhance the learning opportunities for students whose programs may be restricted because they attend low enrolment high schools; or, under certain circumstances, enrolment in individual courses may be substantially below the provincial average class size; or, in cases where the ratio of full-time teacher equivalents to grades is less than one. **The provisions are not intended to be used as a substitute for sound program planning and timetabling procedures in regular high schools.**

b. All matters pertaining to school programs which in any way depart from regular procedures should be discussed with the Director of the Regional Office of Alberta Education.

Guidelines for Program Organization

(i) Priority should be given to offering a program which enables students:

- to meet diploma requirements (see page 23).
- to earn about 35 credits per year.
- to enter post-secondary institutions or to seek employment.
- to have some opportunity for taking preferred electives.

(ii) Flexibility in scheduling of courses and in timetabling instruction may be facilitated by:

- offering some courses which have variable credit value; for example, Physical Education 10, Fine Arts.
- reducing, if necessary, the instructional time requirements from 25 hours per credit (see #3, page 12).
- alternating courses in sequential semesters.
- using correspondence courses to supplement the school program.
- offering not more than three sequent or alternate courses (e.g., Mathematics 10, 20; Drama 10, 20, 30) in the same period.

Note: Double or triple programming and reduction of the usual time allocation per credit will be approved only in exceptional circumstances. If consideration is to be given to these circumstances, it should be done only after the school board, or designated authority, is consulted.

(iii) Administrative practices which depart from the guidelines noted above should be brought to the attention of the local school board, or designated authority, prior to their submission to the Director, Regional Office of Alberta Education.

B. STUDENT PROGRAMMING

Note: Certain courses are obligatory for the General and the Advanced High School Diplomas. Some Grade X courses are normal prerequisites for more advanced high school courses. All students should become familiar with the guidelines in Grade X in order to avoid possible difficulties in the later high school years.

Please note that minimum and maximum credits for which students are enrolled will not be checked by Alberta Education. **Principals are therefore urged to ensure that credits are checked carefully in the schools.**

1. General

a. Students should be given assistance in the planning of their high school programs.

b. In planning a program the student should keep in mind the requirements for a General or an Advanced High School Diploma as outlined on pages 23 and 24.

c. In addition to diploma requirements a student's choice of subjects in high school may be governed by requirements as adopted by the school board which has jurisdiction over the students, provided that these requirements do not contravene the provisions of this handbook.

d. Student choice of programs is subject to approval of the principal except in the case where the student (age 16 or over) elects to take correspondence courses. Steps should be taken to secure parents' understanding and concurrence in their children's registration.

e. Students who intend to enter university or any other post-secondary training institution should be advised upon entering high school to check the entrance requirements of the particular university faculty or other post-secondary program in the institution they plan to attend.

f. Students taking academic program courses (e.g., Physics 10-20-30; French 10N-20N-30N) should not be registered concurrently in an alternative program (e.g., Science 11; French 10S-20S-30S).

2. a. First Year — Grade X

During the first year in high school a student should choose courses from the Grade X list. However, principals may permit students to register in Grade XI subjects — see #10, page 16.

b. Second Year — Grade XI

During the second year in high school a student should normally choose courses listed under Grade X and Grade XI. However, principals may permit students to register in Grade XII subjects — see #10, page 16.

c. Third Year — Grade XII

During the third year in high school a student may choose courses listed under Grades X, XI and XII providing normal prerequisites have been obtained.

3. Attendance

Attendance requirements should be set by policy of the school board. The policy should also cover a student taking a "repeat" course. In such cases a student has the right of appeal to the Special Cases Committee. (See page 29.)

Exceptions to the minimum attendance requirements:

a. Correspondence students.

b. Credit in music obtained through private study.

Students who are expelled from school or from a diploma examination course on December 1 in the first semester, or May 1 in the second semester, or later in any of the semesters, may apply to the Special Cases Committee for permission to write the following Grade XII diploma examinations:

English 30	Biology 30
English 33	Chemistry 30
Social Studies 30	Physics 30
Mathematics 30	

Pursuant to such a request, Alberta Education will review a report from the principal giving the achievement and attendance of the student(s) and the circumstances that resulted in expulsion and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

4. High School Entrance

Promotion into Grade X is determined by the principal of the junior high school subject to the policies of the local administration and subject to provisions of this handbook.

5. High School Graduation

The successful completion of the diploma requirements outlined on page 23 will result in the awarding of one of the two high school diplomas.

6. Letter Gradings

The Rutherford Scholarship Fund for High School Achievement requires that all achievement in completed courses and evaluations (where possible) is to be reported in exact scores. Subjects in which achievement is reported by letter grades will **not** be considered in the calculation of averages by the scholarship fund administrators.

Letter gradings must be in accordance with this scale.

Letter Gradings	Range on Scale
A	80 - 100
B	65 - 79
C	50 - 64
D	40 - 49
F	0 - 39

7. Standing Required for Credit

To earn the credits attached to all high school courses, a student must achieve at least 50 per cent ("C" standing) in each course.

8. Credits for Private Schools

When a Category 2, 3, or 4 private school is approved as a Category 1 private school, students enrolled in the school prior to the change in category may be awarded retroactive high school credits for courses successfully completed subject to the recommendation of the Director of the Regional Office of Alberta Education. In these instances, the student will be responsible for providing the Director of the Regional Office of Alberta Education with a record of the final mark awarded by the private school and a content outline of the course for which retroactive credits are being granted.

9. Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course is eligible to take the next or higher rank high school course in that sequence, e.g., English 10-20-30 or Mathematics 10-20-30.

Students not achieving the required 50% may elect to repeat the course or continue at the next higher level in an alternative program route (e.g., from Mathematics 10 to Mathematics 23) subject to approval of the school principal. In these instances, students successfully completing the next higher level course (e.g., Mathematics 23) would be granted the prerequisite credit (for Mathematics 13) in that sequence.

This privilege of continuing to a higher level course does not necessarily apply when a student is crossing over from the 13-23-33 sequence to the 10-20-30 sequence; e.g., taking Mathematics 20 after having taken Mathematics 13. Where a student is changing from a 10-20-30 sequence to the 13-23-33 sequence; e.g., in moving from English 10 to English 23, the principal may admit a student with less than a 50% standing. **Each school should have a policy stating clearly the minimum achievement required of a student who wishes to change program routes. School policies should be approved by the Board.**

10. Waiver of Normal Prerequisites

Under special circumstances normal prerequisites shown on pages v-xiv (centre insert) may be waived by the principal, provided the following conditions are met:

a. Other related courses or experiences are substituted.

b. Judgments are made on an individual basis, not for an entire class of students.

c. Unless a student has been granted mature student status, as defined in this handbook on page 27, credits are not granted for prerequisite courses.

d. Unless a student has been granted mature student status, prerequisite courses which are also part of high school diploma requirements should not be waived. This includes Social Studies 10; Physical Education 10; English 10, 13; Mathematics 10, 13, 15; English 20, 23 (or two 21-level courses), and "10" level Science courses.

11. Special Cases

An individual whose program appears to be unduly restricted because of applications of guidelines, may apply directly to the Special Cases Committee (see page 29), Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2, for consideration. Students may also apply to the Special Cases Committee in instances of disputed evaluation.

C. ADDITIONAL INFORMATION REGARDING VARIOUS SUBJECTS

1. Language Arts

Any two of the following courses may constitute the prerequisite for English 30 or English 33.

2141 Communications 21a	(3)
2142 Communications 21b	(3)
2143 Literature 21a	(3)
2144 Literature 21b	(3)

A student may earn credit in English 30 and 33 but not concurrently (e.g., not in the same semester).

2. Second Languages

It should be noted that "10" level courses in second languages in senior high school are intended for students beginning the study of a second language. Students following the 1980 six-year programs in French and Ukrainian should be registered in 10S, and students following the 1980 nine-year French program should be registered in 10N. Students not in the 1980 six-year or nine-year programs, but showing proficiency in a second language, should be considered for "20" level courses in order that articulation and continuity of programs can be maintained.

Students who have successfully completed one of the following courses, French 20S, French 20N or Langue et littérature 20 may be recommended for credit in French 30 only. In such cases, the student's mark is to be submitted for French 30 only.

Both "31" level and "30" level courses in French, German and Ukrainian are recognized for university admission requirements. Generally, students who complete "31" level courses develop greater proficiency in the second language studied. The same applies to 30S and 30N courses in French and Ukrainian.

Note: French 31 will be phased out in 1986-87. Students should be enrolled in six- or nine-year programs.

3. Social Studies and Social Sciences

a. It is intended that the Social Studies 10, 20, 30 sequence will serve the needs and interests of most students. The Social Science Options are designed as supplements to, rather than replacements for, learning that is offered in the Social Studies.

b. Students may satisfy high school requirements by successfully completing Social Studies 10 and Social Studies 20, or Social Studies 10 and a minimum of five credits in the Social Sciences.

c. Social Studies 20 is the preferred prerequisite for Social Studies 30.

d. A maximum of 18 credits in the Social Sciences may be applied toward a high school diploma in addition to the 15 credits that could be earned in Social Studies 10, 20, 30.

e. Though none of the Social Science Options has been designated as a "10" level course, principals may allow Grade X students to enroll in any of the "20"

level Social Science Options. Similarly, principals may allow Grade XI students to enroll in "30" level Social Science courses.

f. Some faculties will accept two of the "30" level Social Science Options for purposes of university entrance. Counsellors are encouraged to consult university calendars and/or contact pertinent faculties before advising students to include such options in their programs.

Note: Law 20 and Law 30 are not Social Science Options.

4. Music — Private Study

A limit of fifteen credits for private music study may be granted in senior high school.

When music credits are obtained by private study, five credits are granted for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both). Music 10, 20 and 30 refer only to singing, and Music 11, 21 and 31 refer only to instrumental courses.

Credits for music taken by private study are recommended by the school and may be granted retroactively or in advance of the grade in which the student is enrolled. Senior high school students should submit their documents to the school in which they are enrolled and not to Alberta Education. The school will evaluate the documents, using an evaluation form supplied by Alberta Education, and send a duplicate copy of the evaluation to Alberta Education.

A chart for the guidance of principals in recommending credits for music taken by private study will be found on page 19. Evaluation forms may be obtained from the Student Records and Computer Services Branch, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

5. Industrial Education

a. The staff qualifications and facilities used for teaching Industrial Education courses at the "12-15", "22-25" and the "32-35" levels must be approved annually by the Regional Office of Alberta Education.

b. Courses offered by special arrangement must be processed as outlined in (a) above.

c. A student wishing to establish a prerequisite to a "22" course, must take EITHER:

(i) two or three modules from the appropriate Industrial Education 10, 20, 30 five-credit modules, (or)
(ii) half of each of two "12" courses. Such a course should be registered as Industrial Education 10 or 20, (or)
(iii) half of each of two "12-15" courses. Such half courses should be registered as Practical Arts 15(a) and/or Practical Arts 15(b).

Consult the *Industrial Education Handbook* for course prerequisites and sequences.

6. Agriculture 10, 20, 30

No provincial curriculum outlines are available for Agriculture 10, 20 and 30. In practice these may be developed as extensions of the Grade IX Agriculture A option.

Note: This course is NOT acceptable for meeting the Science requirement of either the General or Advanced High School Diploma.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

Revised 1979

	WESTERN BOARD OF MUSIC						ROYAL CONSERVATORY - TORONTO			MOUNT ROYAL COLLEGE - CALGARY		
	Recorder or Voice*	Voice* (Post Jan. 1, 1978) Examinations	Violin Viola Cello	Flute Clarinet Trumpet Sax. etc.	Piano	Organ	Piano or Violin - other strings or Accordian or Guitar	Singing*	Trumpet or Clarinet or Wind Instrument	Singing*	Piano or Violin	Flute Trumpet Clarinet Sax. etc.
Grade X	Gr. III + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. III + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. VI + Theory I	Gr. VI + Theory I	Gr. IV + Theory I	Gr. IV + Theory I	Gr. VI + Theory I	Gr. VI + Theory I
Grade XI	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. VII + Theory II	Gr. VII + Theory II	Gr. VI + Theory II	Gr. VI + Theory II	Gr. VII + Theory II	Gr. VII + Theory II
Grade XII	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II + Harmony III	Gr. VIII + Theory II Harmony III	Gr. VIII + Theory II Harmony III	Gr. VIII + Theory II Harmony III

* All Voice courses count as Music 10, 20 or 30 respectively for high school credits.
All others are to be used for Music 11, 21 or 31 respectively.

D. SPECIAL PROJECT CREDITS

1. Purpose

Special Project Credits are designed to recognize work undertaken by students on an **individual or small group basis and should not be used as a means of offering credits for unapproved courses.** As such, Special Project Credits perform two major functions:

a. to encourage students to become involved in the selection, planning and organization of their own programs in specific areas,

b. to encourage students to pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Notes:

a. Each project must be carried out under the supervision or guidance of a professional staff member.

- Special Project Credits may also be available to students through an authorized summer school or the Alberta Correspondence School.

b. Special Project Credits should not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.

c. Special Project Credits should not be approved unless they vary substantially from year to year; e.g., figure skating, ballet, sport activities.

d. Students are required to submit a carefully structured proposal to the principal for approval and retention (for examination purposes).

- The proposal should include:

(i) a description (outline) of the project and expected outcomes (objectives),
(ii) the number of hours of work expected to complete the project (for credit purposes),
(iii) a tentative procedure by which the project would be carried out,
(iv) a description of the end product,
(v) evaluation procedures as outlined by the professional staff member,
(vi) expected completion date,
(vii) name of sponsoring or supervising teachers.

e. The opportunity to earn Special Project Credits should be available to all students.

f. If related to a specific school subject, Special Projects should be distinct from and in addition to regular course requirements.

g. To ensure recording of credits all projects should be completed and reported (to the principal) prior to the conclusion of the semester or full term.

h. The Special Project need not be related to a specific school subject.

i. Where activities take the student into the workplace, the work site should be registered with the Regional Office of Alberta Education as a work experience placement.

2. Credits

a. Students are to be granted either three (75 hours of work) or five (125 hours of work) Special Project Credits in any one semester on the approval of the principal.

b. The Special Project Credits granted to any student should be within the normal 40-credit load in any one school year.

3. School Policy

School jurisdictions should develop policies to ensure overall consistency and standardization of procedures governing Special Projects in their schools. Evaluation and reporting procedures should be included in the policy.

E. WORK EXPERIENCE EDUCATION

1. Definition

Work Experience Education is defined as:

a. Work Study: Employment undertaken by a student as an integral **part of an approved school course** which is under the cooperative supervision of a teacher-coordinator and the employer.

b. Work Experience: Employment undertaken by a student as an integral **part of a planned school program** which is under the cooperative supervision of a teacher-coordinator and the employer.

2. Guidelines

Work Experience Education should be made available to all students.

a. Requests to the Minister to approve the offering of work experience credits under Section 170 may be made by the school board at any time during the year prior to the program becoming operational.

b. The request should include:

(i) estimated number of students involved,

(ii) plans for organizing, supervising and evaluating the work experience,

(iii) signature of superintendent or designate.

c. Summer School

The opportunity to earn work experience credits may be made available through an authorized summer school. (See page 12.)

d. Work study may be utilized for non-credit purposes as part of Academic-Occupational or Special Education Programs.

3. Regulations

■ Regulation 1

No additional credits will be granted for work study since the activity is considered to be an integral part of an approved school course.

■ Regulation 2

Credits for work experience shall be granted at the senior high school level in modules of five to a maximum of fifteen credits for any one student.

Conditions:

a. For registration purposes, work experience will be designated Work Experience 15 for five credits, Work Experience 25 for five credits and Work Experience 35 for five credits. There is no implication of prerequisites.

b. To qualify for five credits the work experience shall be of at least 125 hours duration.

c. Work experience credits granted to any student shall be within the normal forty-credit load in any one school year.

d. Evaluation and reporting of work experience credits will be as for other subjects.

e. For students registering in work experience, the school must have:

(i) a letter signifying parental approval,
(ii) annual approval of the work experience program from the Regional Office of Alberta Education. (Work experience application forms are available from Alberta Education.)

The application form, with approval, should be on file at the school before students are placed in work stations. Protection under the Workers' Compensation Act is not in effect, nor are employers exempt from paying the minimum wage, until the work experience application is approved.

■ Regulation 3

The offering of work experience credits must be carried out under the supervision and guidance of a professional staff member.

■ Regulation 4

The regulations set out by the Employment Standards Branch, Alberta Labour, must be adhered to when work experience credits are being earned. These include:

a. The work hours must be between 07:00 and 18:00 on regular school days.

b. The ratio of students to employees must not exceed the following:

(i) One student when the employer's work force consists of up to 5 employees.
(ii) Two students when the employer's work force consists of 6 - 10 employees.
(iii) Three students when the employer's work force consists of 11 - 15 employees.

(iv) Four students when the employer's work force consists of 16 - 20 employees.

(v) Five students when the employer's work force consists of 21 - 25 employees.

(vi) When the employer's work force exceeds 25 employees, the number of students shall not exceed 15% of the employer's total work force.

c. The minimum wage rates do not apply to students in work experience programs. (See Employment Standards Act, Section 31 governing minimum wages for students employed part time.)

d. All students who are taking work experience education and have signed contracts are covered by Workers' Compensation Insurance. In case of an accident, the principal or the coordinator of the work experience contract should follow the reporting procedure described in the *Work Experience Handbook* under "Procedures for Handling Workers' Compensation Claims."

F. HIGH SCHOOL DIPLOMA AND ARTICULATION REQUIREMENTS

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma. The diplomas certify that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.

The diploma does not necessarily grant admission to post-secondary educational institutions. Students should be made aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

■ **1. The General High School Diploma** is awarded to a student holding one hundred credits, subject to the following requirements:

a. Language Arts — a minimum of fifteen credits, five of which must be in English 10 or 13 and five in English 30 or 33.

b. Social Studies and Social Sciences — a minimum of ten credits, five of which must be earned in Social Studies 10. A maximum of eighteen credits may be earned in the Social Science Options.

c. Physical Education 10[1] — a minimum of two credits.

d. Mathematics — a minimum of five credits with a maximum of: (i) ten credits in Grade X, and (ii) fifteen credits in Grades X and XI courses.

e. Science — a minimum of three credits.

f. Grade XII courses — five credits in English 30 or 33 plus a minimum of ten credits in at least two other Grade XII courses (in addition to English). Where 30-level "A" and "B" courses are available, each is acceptable for diploma purposes (e.g., Industrial Education 30A and 30B).

Credits earned in other approved high school courses may be used to obtain the required one hundred.

[1]Components of the Physical Education 10 course requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons.

The General High School Diploma requires credits in English 30 or English 33. However, some students who are working toward the general diploma may wish to obtain credits in other diploma examination courses (e.g., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30). To obtain credits in these courses, students **must also write the appropriate diploma examination** regardless of which type of diploma they wish to receive.

■ **2. The Advanced High School Diploma** is awarded to a student who:

a. satisfies the current course and credit requirements for a General High School Diploma as listed above, **and**

b. earns course credit in English 30, Social Studies 30, Mathematics 30 and ONE of Biology 30, Chemistry 30, or Physics 30.

An Award of Excellence will be granted to a student who qualifies for the Advanced High School Diploma and earns a final average of 80% or higher, with not less than 65% in any one of the four required diploma examination courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

3. Previously Earned Credits

Alberta Education will recognize all course credits earned prior to September 1, 1984 for the purpose of awarding the General High School Diploma.

Students who are registered in Grade XII may apply any of the previously completed diploma examination subject requirements toward the Advanced High School Diploma provided they have earned a final course mark of 50% or higher.

■ **4. Rules Governing Awarding of Credits**

a. To earn the credits attached to all high school courses, a student must achieve at least 50 per cent ("C" standing) in each course.

b. No credits will be granted:

(i) when the maximum credits have been previously awarded,
(ii) in one of English 33 or English 30 if two of these are taken concurrently.

5. General Requirements for Admission to Post-Secondary Educational Institutions

Students from the high schools of Alberta seeking admission to a post-secondary institution should check the calendar of the institution for admission requirements.

6. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or obtaining a passing grade in an institution-administered entrance examination.

Because of the necessity of arranging for individualized programs, students wishing to take advantage of these articulation provisions must write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed and stating the post-secondary program they are

interested in. The institutions involved will communicate with students regarding specific information.

7. Articulation with the Alberta Apprenticeship Program

Some vocational high school programs are similar in scope to the junior periods of some apprenticeship programs. In particular, similarities prevail between:

Building Construction and Carpenter Apprenticeship
Electricity and Electrician Apprenticeship
Pipe Trades and Plumber Apprenticeship
Pipe Trades and Steamfitter Apprenticeship
Automotives and Motor Mechanic Apprenticeship
Auto Body and Auto Body Mechanic Apprenticeship
Sheet Metal and Sheet Metal Mechanic Apprenticeship
Machine Shop and Machinist Apprenticeship
Electronics and Electronic Technician Apprenticeship
Electronics and Communication Electrician Apprenticeship
Appliance Servicing and Appliance Serviceman Apprenticeship
Related Mechanics and Agricultural Mechanic Apprenticeship
Welding and Welder Apprenticeship
Food Preparation and Cook Apprenticeship
Beauty Culture and Beautician Certification

a. A person who presents to apprenticeship authorities of Alberta Manpower one hundred high school credits, including at least 35 credits in one of the above high school programs (excepting Beauty Culture) and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

   (i) For Building Construction, Electricity, Automotives, Machine Shop, Electronics, Plumbing and Steamfitting — upon recommendation of the employer, twelve months of time credit (three months shortening of each of four 12-month periods) and first and second period technical credit upon passing the examinations for these periods.

   (ii) For Appliance Servicing — upon recommendation of the employer, twelve months of time credit (four months shortening of each of three 1600 hour periods) and first period technical credit upon passing the examination.

   (iii) For Electronics into the Communication Electrician Apprenticeship — upon recommendation of the employer, credits arranged by evaluation of credentials, as there are four "craft" areas in the apprenticeship program beyond the first period level.

   (iv) For Welding and Food Preparation — upon recommendation of the employer, twelve months of time credit (four months shortening of each of three 12-month periods) and first period technical credit upon passing the first period examination.

   (v) For Auto Body — upon recommendation of the employer, one period of time credit (600 hours shortening of each of three 2100 hour periods) and first period technical credit upon passing the first period examination.

   (vi) Sheet Metal — upon recommendation of the employer, one period of time credit (450 hours shortening of each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.

(vii) For Related Mechanics — no accreditation arrangements.

(viii) For Beautician — new accreditation arrangements:

(a) All students graduating with 55 credits must find an employer willing to indenture them as an apprentice. The application for apprenticeship will result in a notice to appear for the theory examination and be informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

(b) High school (vocational) students with less than 55 credits, but having more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as an apprentice. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. Also, with an employer's recommendation, an apprentice may be granted work experience credit for the first period of apprenticeship up to the maximum hours of time spent in school instruction. Please note that applicants in this category may not attempt second period examinations. Apprentices must attend second period apprentice training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

(c) Students receiving less than 700 hours of instruction from an approved school must take both periods of apprentice technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.

b. A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for lesser apprenticeship credit on the basis of individual performance upon undertaking apprenticeship.

Note: Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time due to changes in programming recommended by provincial advisory committees.

Information about apprenticeship programs is contained in the brochure "Apprenticeship Opportunities" available from the Apprenticeship and Trade Certification Branch Regional Offices at:

10926 - 119 Street
EDMONTON T5H 3P5

6th Floor, Alberta Place
1520 Fourth Street S.W.
CALGARY T2R 1H5

2nd Floor, Provincial Building
200 - 5th Avenue S.
LETHBRIDGE T1J 4C7

209 Provincial Building
4935 - 51 Street
RED DEER T4N 6K8

7th Floor, West Tower
Jubilee Center
9915 - Franklin Avenue
FORT McMURRAY T9H 2K4

302 Provincial Building
9905 - 100 Street
GRANDE PRAIRIE T8V 2L8

5135 - 50 Avenue
Box 268
VERMILION T0B 4M0

2nd Floor, Hinton Centre
Pembina Avenue
HINTON T0E 1B0

Provincial Building
Box 28, Bag #900
PEACE RIVER T0H 2X0

G. SPECIAL PROVISIONS FOR MATURE STUDENTS

1. A mature student is one who, as of September 1 of the current school year:
   a. is twenty years of age or older;
   b. is nineteen years of age and who, since reaching the age of eighteen, has been out of school for eight consecutive months; or
   c. is the holder of a previously-awarded Alberta High School Diploma.
2. Notwithstanding 1 above, for an individual course other than diploma courses, mature student status may be granted to a student who is seventeen, eighteen, or nineteen years of age, if, in the opinion of the principal, it is in the student's best interest. However, in such cases, retroactive credits will not be awarded. When this status is granted, the Student Records and Computer Services Branch must be notified.
3. In instances where there is doubt or dispute as to whether or not mature student status should be granted, or where special or unusual circumstances appear to exist, cases may be submitted for consideration to the Special Cases Committee of Alberta Education (see page 29).
4. Mature students enrolled in credit courses must be registered with the Student Records and Computer Services Branch of Alberta Education.
5. A mature student may earn senior high school credits after successfully completing:
   a. courses offered in a regular accredited school,
   b. courses offered under Section 15 of the School Grants Regulations, dealing with Extension Programs,
   c. courses offered by the Alberta Correspondence School,
   d. a diploma examination conducted by Alberta Education with or without formal course instruction. (See page 15 for list of examination subjects.)
6. A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
7. A mature student who has achieved, by any of the alternatives noted in 5 above, a standing of 50% or higher in a senior high school course will automatically be awarded credits by Alberta Education in the normal prerequisite(s) pattern to the course(s) completed
8. Mature students are eligible to receive a General or an Advanced High School Diploma upon completing the normal requirements. They are not, however, required to complete Physical Education.

Note: Many school boards offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult with their school board for details on such programs.

H. HIGH SCHOOL EQUIVALENCY DIPLOMA

There are two alternative ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a high school diploma, who has been out of school for at least ten consecutive months, and who wishes to obtain a High School Equivalency Diploma may apply by letter to the Director, Student Records and Computer Services Branch, Alberta Education. All necessary documents should be included with the letter of application.

To gain a High School Equivalency Diploma, a candidate must present one hundred school credits gained as set forth below:

a. A minimum of 60 credits gained through classroom instruction in a school or other institution accredited by Alberta Education and offering approved senior high school courses as follows:

(i) A high school course in Mathematics	5 credits
(ii) A high school course in Science	3 credits
(iii) English 30 or 33	5 credits
(iv) One other Grade XII course	5 credits
(v) Additional high school courses	42 credits

b. Additional credits which, when added to those gained according to (a) above, total at least 100, as follows:

(i) Additional high school courses.

(ii) A maximum of fifteen credits for maturity according to the following scale:

Age 21 - 24 (inclusive)	5 credits
Age 25 - 29 (inclusive)	10 credits
Age 30 and over	15 credits

(iii) A maximum of fifteen credits for approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes).

(iv) A maximum of five credits for extensive travel.

(v) A maximum of five credits for extensive reading or private study.

Alternative 2

A person, 18 years or older, who passes all five of the tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the Student Evaluation Branch or the nearest Regional Office of Alberta Education.

I. SPECIAL CASES COMMITTEE

1. Frame of Reference of the Committee

The committee deals with all matters which require the interpretation and application of policy relative to student programming as suggested in 3 below.

2. Membership of the Committee

The committee is made up as follows:

a. the Director of the Student Evaluation Branch,

b. four other members of Alberta Education.

3. Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

a. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta,

b. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations,

c. ruling on the cases of individual students whose programs appear to be unduly restricted because of departmental regulations,

d. ruling on all matters where no policy or precedent exists,

e. determining "mature student" status in individual cases,

f. granting of retroactive credits where applicable,

g. reviewing the high school record of students seeking General or Advanced Diploma standing,

h. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma.

4. Directions for Contacting the Committee

Teachers, principals, students or individuals in the province who feel they have a case requiring special consideration should apply, in writing, to the Secretary, Special Cases Committee, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

J. RECENTLY PUBLISHED CURRICULUM DOCUMENTS

1983

Industrial Education Manual
Work Experience Education Manual
Novels, Nonfiction and Drama Annotations for Senior High School Language Arts
Elementary Health Curriculum Guide
Elementary Physical Education Curriculum Guide
Let Problem Solving Be the Focus for 1980's
Supplementary Learning Resources - Elementary Mathematics
Implementing Computer Literacy Programs in Schools
Elementary Computer Literacy Curriculum Guide
Elementary Computer Literacy Discrete Teaching Unit
Elementary Computer Literacy Integrated Teaching Unit
Mathematics 10-20-30 Curriculum Guide
Mathematics 13-23-33 Curriculum Guide
Elementary Science Curriculum Guide
Environmental Education Manual for Grades 1-12
Environmental Education Catalogue of Resources for Grades 1-12
Ukrainian Language Arts (Grades 1-6)
Alberta Social Studies Curriculum (Grades 1-6) (Ukrainian Edition)
Programme d'étude - secondaire 7-8-9
La littérature au primaire - Bibliographie
Monograph on Learning Resources for Students Requiring English as a Second Language Dialect (ESL/D) Instruction

1984

Business Education Manual for Administrators, Counsellors and Teachers
Junior High Computer Literacy Curriculum Guide
Computer Literacy 10 Curriculum Guide
Mathematics 31 Curriculum Guide
Biology 10-20-30 Curriculum Guide
Social Studies Learning Resources - Elementary Schools
Social Studies Learning Resources - Secondary Schools
Guide pédagogique - Mathématique - Élémentaire
Guide pédagogique - Science - Élémentaire
English as a Second Language/Dialect - Elementary Curricular Guidelines and Suggestions
English as a Second Language - Guidelines and Suggestions for the Administration and Organization of Programs
Teaching in a Language Other Than English: The Immersion Approach
Ukrainian Language Arts (Grades 1-6) Source Booklet for Administrators
Spanish as a Second Language Supplementary Learning Resources - A Selected Bibliography
The Three-Year German Program - German 10-20-30 Curriculum Guide
Program d'études Secondaire 10-12

1985

Elementary Art Curriculum Guide
Elementary Art Teacher Resource
Elementary Drama Curriculum Guide
Junior High Art Curriculum Guide
Junior High Art Inservice Package
Social Studies Teaching Units (French)
Grades 1A, 1B, 2A, 2C, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8C, 9A, 9B, 10A, 11A, 11B, 12A
Accounting 10, 20, 30 Curriculum Guide
Basic Business 20, 30 Curriculum Guide
Computer Processing 10, 20, 30 Curriculum Guide
Law 20, 30 Curriculum Guide
Marketing 20, 30 Curriculum Guide
Office Procedures 20, 30 Curriculum Guide
Shorthand 20, 30 Curriculum Guide
Typewriting 10, 20, 30 Curriculum Guide
Business Education 10, 20, 30 Curriculum Guide
L'éducation physique à l'élémentaire: guide pédagogique
Programme d'études: élémentaire
L'hygiène à l'élémentaire: guide pédagogique
La résolution de problèmes: défi des années '80
Social Studies Teaching Units (French) 5C, 6C, 9C
Mathématiques 10-20-30: guide pédagogique
Mathématiques 13-23-33: guide pédagogique
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators
Integrating Physically Disabled Students into Physical Education (Monograph)

1986

The Fitness Dimension (Monograph)
Art: Senior High Teacher Resource
Art 10-20-30 Curriculum Guide
Junior High School Problem Solving Challenge for Mathematics (Monograph)

Special Educational Services

Special Education

Special Education Program of Studies (1983)
Special Education Handbook

The Integration Series (available as individual titles):
— The Educable Mentally Handicapped Student in the Regular Classroom
— The Trainable Mentally Handicapped Student in the Regular Classroom
— Integration of Dependent Handicapped Classes into the Regular School
— The Hearing Impaired Student in the Regular Classroom
— The Visually Impaired Student in the Regular Classroom
— The Physically/Medically Handicapped Student in the Regular Classroom

Curriculum Guides:
— Educable Mentally Handicapped
— Trainable Mentally Handicapped
— Dependent Handicapped
— Visually Impaired
— Hearing Impaired

Educating Gifted and Talented Students: A Resource Manual

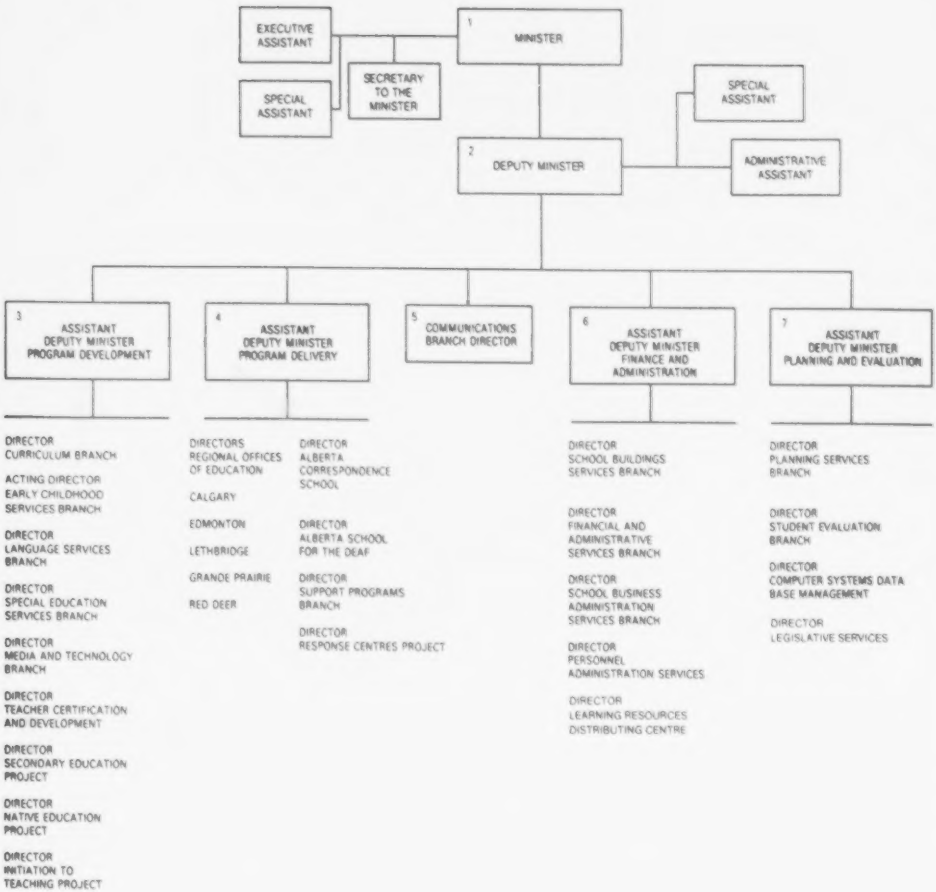
Guidance and Career Development

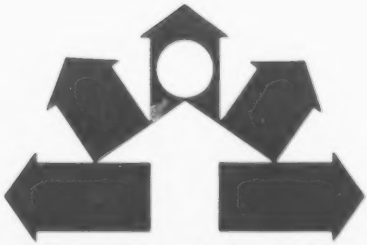
Guidance and Counselling Services in Alberta Schools
Career Development Services for Alberta Students

Ask Me How Series:
— Grade Seven
— Grade Eight
— Grade Nine

Job Search Information Guide
Explorations in Career Planning Manual

Alberta Education
Organization Chart


EXECUTIVE ASSISTANT
SPECIAL ASSISTANT
SECRETARY TO THE MINISTER
1 MINISTER
SPECIAL ASSISTANT
2 DEPUTY MINISTER
ADMINISTRATIVE ASSISTANT
3 ASSISTANT DEPUTY MINISTER PROGRAM DEVELOPMENT
4 ASSISTANT DEPUTY MINISTER PROGRAM DELIVERY
5 COMMUNICATIONS BRANCH DIRECTOR
6 ASSISTANT DEPUTY MINISTER FINANCE AND ADMINISTRATION
7 ASSISTANT DEPUTY MINISTER PLANNING AND EVALUATION
DIRECTOR CURRICULUM BRANCH
ACTING DIRECTOR EARLY CHILDHOOD SERVICES BRANCH
DIRECTOR LANGUAGE SERVICES BRANCH
DIRECTOR SPECIAL EDUCATION SERVICES BRANCH
DIRECTOR MEDIA AND TECHNOLOGY BRANCH
DIRECTOR TEACHER CERTIFICATION AND DEVELOPMENT
DIRECTOR SECONDARY EDUCATION PROJECT
DIRECTOR NATIVE EDUCATION PROJECT
DIRECTOR INITIATION TO TEACHING PROJECT
DIRECTORS REGIONAL OFFICES OF EDUCATION
CALGARY
EDMONTON
LETHBRIDGE
GRANDE PRAIRIE
RED DEER
DIRECTOR ALBERTA CORRESPONDENCE SCHOOL
DIRECTOR ALBERTA SCHOOL FOR THE DEAF
DIRECTOR SUPPORT PROGRAMS BRANCH
DIRECTOR RESPONSE CENTRES PROJECT
DIRECTOR SCHOOL BUILDINGS SERVICES BRANCH
DIRECTOR FINANCIAL AND ADMINISTRATIVE SERVICES BRANCH
DIRECTOR SCHOOL BUSINESS ADMINISTRATION SERVICES BRANCH
DIRECTOR PERSONNEL ADMINISTRATION SERVICES
DIRECTOR LEARNING RESOURCES DISTRIBUTING CENTRE
DIRECTOR PLANNING SERVICES BRANCH
DIRECTOR STUDENT EVALUATION BRANCH
DIRECTOR COMPUTER SYSTEMS DATA BASE MANAGEMENT
DIRECTOR LEGISLATIVE SERVICES



1986 1987

JUNIOR-SENIOR HIGH SCHOOL HANDBOOK